Course Description

Planning is a contested field of interacting practices by multiple actors that concern development of human habitat and social life within them. Planning theories aim to explain/guide/transform the complex relationships amongst, and practices by, these actors. In achieving the desired process and outcome while some theories stress the role of planning professionals and the significance of their immaculate scientific rationality, others stress the role of market institutions and economic forces, the power and process of communication and distribution of knowledge; and the race-, gender-, class- and ethnicity-based societal hierarchies. How these interacting practices are theorized and which actors are assumed as their protagonists vary depending on who is theorizing (positionality); how the theory is arrived at (methodology); and what knowledge and values are validated (epistemology). Planning theoretical perspectives have changed across time in a dialogical relationship with each other and within the larger societal and disciplinary contexts.

This advanced seminar in Planning Theory tries to capture some of the key conversations in theorizing planning endeavors predominantly held amongst academics and scholars of the North American and the European institutions. It is a required course for doctoral students in planning but open to Master students who would like to build a deeper knowledge of planning and its theoretical constructs. It is assumed that the course participants have completed UP 501 or its equivalent and are familiar with the basics of planning theory and practice. The course readings are selected with UP 501 in mind to avoid repetition in assigned texts.

This advanced seminar is designed to move in between the social theories and planning theories. It aims to develop graduate students’ ability to assess planning theories in terms of their epistemological and methodological promise and limitation, by understanding the larger scholarly traditions they are influenced by and affiliated with. As planning is a professional field it brings in and makes use of influential theories in multiple disciplines. UP 580 introduces the students to some of the key social theories that have been influential in planning theories. This exercise is hoped to allow students to assess critically and sharply the theories that can most productively explain the object of their own research. Towards that goal students are asked to reflect on the assigned readings and on whether and how those theoretical constructs can inform their specific topic of research interest. As no single theory can explain everything, students’ theoretical exposure in this class will help them gain a better sense of the range of theories that can explain various aspects of the complex problems they are trying to examine for their dissertation research.

Course requirement and performance evaluation

The course requires students’ active participation in class discussions. This means they will have to come to the class prepared by not only reading the assigned texts but also preparing a 2-3 page essays with
critical examination and reflection on the assigned readings. These weekly short essays and class participation in discussions will count towards 60 percent of the final grade. The other 40% of the course grade is based on a final essay due at the end of the semester.

- **The weekly short essays (40 points)**

  Weekly short essays need to be posted on the course COMPASS before the class meetings latest by Tuesdays noon. They need to be treated seriously representing student’s rigor and analytical ability to engage the literature in the field. In these weekly notes the students will elaborate and critically reflect on the theoretical constructs that are put forth by the week’s readings. They will also discuss aspects of the theory they find challenging, problematic, or useful in dealing with their own topic of research; and the questions they would like to pose for a group discussion. As such each short essay consists of three sections: a) critical review of the assigned readings; b) the relevance to the students’ specific research area; c) the debate questions they would like to raise for class discussion. For the first section (critical review of assigned readings) students will briefly synthesize the arguments put forth by each of the assigned texts for that week and identify the ways in which the arguments and approaches presented converge or diverge amongst authors of that week and in respect to previous text discussed in earlier classes. Depending on the number of the assigned readings, I expect the synthesis and discussion section of this essay to take about 1000 words.

  As a general guide to draft your critical reflective pieces think through the following questions: What is the argument? How is theoretical perspective constructed/ arrived at? How is this planning theory/approach influenced by the larger social theories and theoretical debates? How does it converge or diverge from other assigned readings? What are the relevance or limitations of this theoretical framework for your specific research topic? How does it speak to your research interest?

- **Active participation in class discussion (20 points)**

  Active participation includes participation in class discussions and facilitation of selected sessions. The student facilitator will kick start the discussions by highlighting the main theoretical points and conceptual elements of the readings; and they will raise certain broad questions that can provoke a debate. Moreover, the facilitator for each session will also try to identify and present to the class a concrete case through which the theoretical debate of that week can be best grounded. Sometimes such concrete example is a case study that the planning theorist we are studying has documented in their writings other times student facilitator needs to identify such a case in consultation with the instructor. It is important that students use the seminar as an opportunity to strengthen their ability to verbally articulate their ideas, and better prepare themselves for a scholarly career in which they might have to teach planning theory and engage in respectful but critical debates with students and colleagues.

- **Final essay (40 points)**

  In this literature review essay you review the planning theories in relation to your doctoral research. You choose one or two distinct theoretical approaches to planning that you consider most relevant to your field of dissertation research and pursue the following: (a) introduce their theoretical framework and discuss the broader social theories and epistemological constructs that have informed and inspired them; (b) discuss how this body of theoretical literature in planning could inform your doctoral research. Imagine you are able to bring into one room important and influential social and planning theorists from different
eras, with distinct intellectual traditions and epistemological aspirations. They engage in a debate about your subject matter. They have to not only introduce to you what their argument is and where it comes from, how it is shaped and how it is different from others who come before or after them, they also have to guide you in terms of setting up the theoretical and conceptual framework of your research. They will engage in a debate on influential and/or determining factors in your research. Substantiated in their own intellectual traditions, they discuss what you need to look for, and how you need to find answer to your questions. Your literature review needs to highlight the distinct scholarly traditions that influence these theories and implications they will have for researching your subject matter. You focus on theories discussed in class but introduce additional text and authors. The final essays are expected by be around 7000 words in length. A preliminary outline of the final essay needs to be approved by the instructor.

Grading:

The grading scale below will be used for assessment of student’s performance. Students taking this course towards their PhD in Regional Planning degree need to complete this class receiving a final grade B- (B minus) or above. See PhD in Regional Planning Probation Policy for Performance Below Minimum Requirement http://www.urban.illinois.edu/academic-programs/phd/phd_probationpolicy.html

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Course Readings

Most required readings for this class are available on course Compass. In addition students may wish to purchase (optional) the following or refer to them via library. With the exception of the first one the rest should be on reserve at CPL for this class.
The CPL library will also have on reserve the three volumes edited by Jean Hiller and Patsy Healey (eds.) 2008. *Foundations of the Planning Enterprise: Critical Essays in Planning Theory*, volumes I, II and II. Hampshire: Ashgate. [Please note: In this syllabus the volume is referred to as *H&H*.]

An excellent resource is available to students through the Center for Criticism and Interpretive Theory’s course titled The Modern Critical Theory Lecture Series [http://criticism.english.illinois.edu/MCT.htm](http://criticism.english.illinois.edu/MCT.htm). All readings are available on their website and some of the lectures are recorded and available to public. I strongly suggest you take advantage of this resource.

**Academic Integrity**

Cheating and plagiarism of any kind will be investigated and penalized in accord with Rule 33 (Academic Integrity) of the University’s Code of Policies and Regulations Pertaining to All Students. (This may be found at the following URL: [www.uiuc.edu/admin_manual/code/rule_33.html](http://www.uiuc.edu/admin_manual/code/rule_33.html)). The definitions of plagiarism contained in Rule 33 include papers or portions of papers purchased or otherwise plagiarized from Internet sources. You should note that penalties include failing the course and having a letter inserted into your permanent file. All students are responsible for familiarizing themselves with the Code’s definitions of infractions of academic integrity.

**Respect in the classroom and other learning environments**

By enrolling in a course at the Department of Urban and Regional Planning, students agree to be responsible for maintaining a respectful environment in all DURP activities, including lectures, discussions, labs, projects, and extracurricular programs. We will be governed by the University Student Code. See Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: §1-102 [http://www.admin.uiuc.edu/policy/code/article_1/a1_1-102.html](http://www.admin.uiuc.edu/policy/code/article_1/a1_1-102.html)

**Referencing style**

For APA style, consult with:  
[http://www.uwsp.edu/psych/apa4b.htm](http://www.uwsp.edu/psych/apa4b.htm)  
[http://owl.english.purdue.edu/handouts/research/r_apa.html](http://owl.english.purdue.edu/handouts/research/r_apa.html)

For MLA style, consult with:  

For some general help with your writing style see:  
[http://www.unc.edu/depts/wcweb/handouts/style.html](http://www.unc.edu/depts/wcweb/handouts/style.html)
Course in a Glance

I. Overview
   Wk1. 1/26   Introduction: What is theory?
   Wk 2. 1/28  What is Planning Theory?

II. Modernism and the Scientific Paradigm
   Wk 3. 2/4   Planning as a Rational Scientific Management
   Wk 4. 2/11  Rational Comprehensive and Synoptic Planning
   Wk. 5. 2/18 Modernity and Planning

III. Taking a Standpoint
   Wk 6. 2/25  Neo-Marxism and the City
   Wk 7. 3/3   (Neo)Marxism and Planning
   Wk 8. 3/10  Feminism and Planning
   Wk 9. 3/17  Post-Modernism and Planning
   SPRING BREAK
   Wk 10. 3/29 Post-Structuralism and Critical Social Theory
   Wk 11. 4/7  Communicative and Collaborative Planning

IV. The Normative Turn in Social Theory and Planning
   Wk 12. 4/14 Difference, Justice and Ethics
   Wk 13. 4/21 Post-Colonialism and Post-Colonial Critique of Planning Theories
   Wk 14. 4/28 Synthesis Discussion
   Wk 15. 5/3  If need be
Weekly Schedule of Readings
UP 580 Advanced Planning Theory
Professor Miraftab

I. Overview

Wk1. Introduction:
Introduction to the three volumes JH and PH (pp. ix-xxvii)

Wk 2. The Project of Planning Theory: What is Planning Theory?

*H&H intro to vol 1*


Further readings:


II. Modernism and the Scientific Paradigm

Wk 3. Planning as a Rational Scientific Management


**Further readings**


**Wk. 4 Rational-Comprehensive and Synoptic Planning**


**Further readings**


**Wk. 5 Modernity and Planning**


**Further readings**


### III. The Critical Turn in Social Theory and Planning

**Wk 6. Neo-Marxism and the City**


In *Blackwell City Reader*:

   - Introduction to part II and Chapters 14 and 15. Reading Urban Economies. Harvey and Castells (pp. 107-146).


Also see *Contemporary Sociological Theory and its Classical Roots* (2007). George Ritzer, Marx Capitalism to Communism (pp. 19-27).

**Supporting resource:**

   - On line lectures by Harvey on Marx and capital [http://www.indymedia.ie/article/88015](http://www.indymedia.ie/article/88015) and [http://www.youtube.com/watch?v=qOP2V_np2c0](http://www.youtube.com/watch?v=qOP2V_np2c0)

**Further readings:**


**Wk 7. Neo-Marxism and Planning**

In *H&H* intro to volume 2 and intro to vol2 part 1.


**Further readings:**
Campbell, Heather. 2008. “Middle-class Places...and the Dangers of Leaving Economics to Economists.” *Planning Theory & Practice* 9 (1):??


**Wk 8. Feminism and Planning**


**Further readings:**


Wk 9. Post-Modernism and Planning

In H&H intro to volume 2 part 2


In Contemporary Sociological Theory and its Classical Roots, George Ritzer 2007. Chapter 9 Postmodern Grand Theories (pp. 210-252 )

In Foundations of the Planning Enterprise (2008) Volume 2 part ii

12. (in JH and PH)


Further readings:


**SPRING BREAK**

**Wk 10. Post-Structuralism and Critical Social Theory**

In *H&H* intro to volume 3 and to vol 3 part 1 and vol 3 part 2.

Introduction, Chapters 1 and 2 in Patsy Healey's book Collaborative Planning.

Extract on Habermas from D. Mann's book.

**Further Readings:**

In *The New Social Theory Reader* (2001) Steven Seidmann and Jeffrey Alexander Chapter 1 Jurgen Habermas, Communicative action. (pp 30-38)

Chapter 5 Foucault, Power/ knowledge (pp. 68-75)

In *Culture and Society: Contemporary Debates.* (1990) Jeffrey Alexander and Steven Seidmann

Chapter 3 Antonio Gramsci, Culture and Ideological Hegemony (pp. 47-54)

Chapter 30 Modernity versus post modernity, Jurgen Habermas. (Pp. 342-354.)

**Wk 11. Communicative and Collaborative Planning**


**Further readings:**

Xavier de Souza Briggs communication in community building JPER 1998.


IV. The Normative Turn in Social Theory and Planning

Wk 12. Difference, Justice and Ethics


Recommended readings:


Further readings:


Lefebvre Henry. Right to the city


In The New Social Theory Reader (2001) Steven Seidmann and Jeffrey Alexander
  John Rawls, Chapter 10, political liberalism (pp. 123-128)
  Nancy Fraser, Chapter 29, from redistribution to recognition. (pp. 285-293)
  Will Kymlicka, Chapter 20, Multicultural Citizenship (pp. 212-222.)

**Wk 13. Post-Colonialism and Post Colonial Critique of Planning Theories**

H&H Intro to vol 3 part 3


In The Post-Colonial Studies Reader (2007, 1995) Bill Ashcroft et al. (eds.)
  Spivak, Can subaltern speak? Chapter 4, Pp. 28-37.

Foucault


**Further reading**


**Wk 14. Readings of Choice**

CRITICAL PRAGMATISM


NEW INSTITUTIONALISM and PLANNING
See volume edited by Niraj Verma on Institutions and Planning. In particular intro by Niraj Verma and chapter by Mike Titz. Also see Alexander on transaction cost theory and Patsy Healy the chapter on institutions in her collaborative planning book.

PLANNING ETHICS
See volume edited by Sue Hendler titled planning ethics.

PLANNING CULTURES


John Friedmann's Planning Culture in Transition

INSURGENT PLANNING
See Special issue of Planning Theory 2009 issue 1.(ask me for a copy of the forthcoming volume). Also see


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FURTHER READINGS
On pragmatism and planning: intro to vol 2 part 3  in H&H


